



Content	Method	Time
Use <u>Elements of Style</u> , Chapter 4, to familiarize class with commonly misused and phrases and words. Perhaps give choices and see which they choose <u>OR</u> create a matching quiz with words and definitions.		
Poll the class on their background in regard to learning grammar and writing. If participants do not feel comfortable with their knowledge of grammar and writing suggest:		
<ul style="list-style-type: none"> <li>(1) Classes in community college, etc.</li> <li>(2) Read and study <u>Elements of Style</u></li> <li>(3) Have a friend review your writing.</li> </ul>		
Importance of learning the basics cannot be overemphasized!		
III.Organization of Writing	Lecture	1 Hour
Introduce the participants to the Lecture "4 R's": Read, Research, [W]rite, Revise. All four are important to your success as a writer. 1.Read	Class Discussion	
How does this help your writing?		
By exposing you to a variety of styles. For information on your subject. For improvement of vocabulary. For finding "quotable quotes". For inspiration.		
2.Research		
How does this help your writing?		
All of the above reasons. Accuracy and credibility. Easier to write about familiar subject.		
During research, you are not only gathering information, but at the same time you should be (1) thinking your thoughts out clearly, and (2) keeping a journal or notes of what you learn.		
3.Write		
Now is the time to put words on paper. Even though your ideas may be in your head, it is best to get them down on paper. The visual image helps you out.		

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<p>ABC Exercise illustrates this concept:</p> <p>Ask one participant how many combinations can be made from A&amp;B. (AB and BA). Ask the same participant how many combinations can be made from A,B &amp; C. (ABC,ACB,BAC,BCA,CAB,CBA) This is a bit tougher, but not impossible.</p> <p>Ask how many combinations are possible from A,B,C,D. It is all but impossible without a pen and paper. (Answer 24            ABCD, ABDC, ACBD, ACDB, ADBC, ADCB, BACD, BADC, BCAD, BCDA, BDAC, BDCA, CABD, CADB, CBAD, CBDA, CDAB, CDBA, DABC, DACB, DBAC, DBCA, DCAB, DCBA).</p> <p>The conclusion: The brain alone is surprisingly limited, but when you see the ideas on paper, the capacity is greatly increased.</p> <p>SO... Begin writing. Somewhere, but not necessarily the introduction or beginning.</p> <p>Get rid of the internal critic. Let it be rough...Right now, its only for your eyes... Let it flow.</p> <p>Find out when your best time of day is to write. Write down your ideas and thoughts regardless of the place or time.</p> <p>Get a random list of your thoughts and ideas on paper, then work to organize, massage, see how they connect or logically come together.</p> <p>Just like a talk, the beginning should be a "grabber", a "show stopper" or very thought provoking.</p>	Class	
<p>4.Revise</p> <p>Let your writing "cool off" for a while before you try to revise it.</p> <p>Read it out loud at a rapid pace to see how it flows and where you stumble.</p> <p>Read it in a monotone to remove all inflection and concentrate on words.</p> <p>See how many words you can remove and keep the meaning.</p> <p>Try replacing as many "fancy" words as possible with simple words.</p>	Lecture	

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<p>Let a friend read it and instead of asking "What did you think?", get specific:</p> <p>Where did you have to slow down?  Where did you have to stop &amp; go back?  What parts do you remember?  What could be left out?  What was confusing?  What is the main idea?</p> <p>Get feedback from the class on good and bad experiences with editing someone's work or having your own edited. An editor looks at the whole work, then the specifics.</p> <p>Talk about the importance of honest, open editing (and the <u>acceptance</u> of honest, open editing) in the writing exercise coming up.</p> <p>An alternate activity if time allows is to bring example of N.P.S. interpretive writing and allow everyone to edit, comparing ideas.</p>	Lecture	
<p>IV. Clarity and Style</p> <p>Writing is communicating. Unless you write clearly, it is worthless. Hand out "How to Write Clearly" and go through the seven points.</p> <ol style="list-style-type: none"> <li>1. Outline.</li> <li>2. Start where your readers are.</li> <li>3. Avoid jargon.</li> <li>4. Use "first degree" words.</li> <li>5. Use familiar combinations of words.</li> <li>6. Stick to the point.</li> <li>7. Be as brief as possible.</li> </ol> <p>Style is a difficult thing to teach if it is possible at all. But you can learn how to "discover" yours.</p> <p>Handout "How to Write With Style" and go through the seven points.</p> <ol style="list-style-type: none"> <li>1. Find a subject you care about.</li> <li>2. Don't ramble.</li> <li>3. Keep it simple.</li> <li>4. Have the guts to cut.</li> <li>5. Sound like yourself.</li> <li>6. Say what you mean to say.</li> <li>7. Have pity on the readers.</li> </ol>	Discussion Lecture	1 Hour

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<p>GIVE ASSIGNMENT FOR THE LAST TWO HOURS. WRITING SHOULD BE 500 WORDS MAXIMUM. PAIR UP FOR EDITING. INSTRUCTOR CHOOSE A GENERAL TOPIC SO THAT IT IS EASIER TO COMPARE. PERHAPS USE A NATIONAL PARK POSTER WITH LOTS OF GRAPHICS AND DESIGN FOR EVERYONE TO WRITE AN ESSAY ABOUT. IN REAL PARK WRITING SITUATIONS, WE ARE USUALLY ASSIGNED TOPICS.</p>	Class	2 Hours
<p>VI. Writing and Editing</p> <p>Each partner writes a 250-500 word essay, edit each others work, and rewrite. Instructor should make certain that the "switch" is made half way through the two hour block of time.</p>	Class Discussion	2 Hour
<p>VII. Conclusion</p> <p>Review the session objectives.</p> <p>Recall the 4 R's.</p> <p>End with a grand piece from Aldo Leopold's <u>Sand County Almanac</u> or a similar work.</p>		